

Introduction to Environmental Studies

ENV100H1

Thursdays 3 pm to 5 pm

Classroom: please refer to Quercus



University of Toronto



COURSE TEAM & CONTACT INFORMATION

INSTRUCTOR:

Prof. Simon Appolloni, PhD

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Office hours: Thursdays, 1 to 2 pm (or by appointment – online too)

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COURSE DESCRIPTION

Ecological concerns have begun to permeate our collective consciousness and so has our vulnerability as a species. Something is not right about our relationship with the natural world – at least those of us immersed within Western industrialized systems – that has us emit copious amounts of greenhouse gases beyond what the planet can safely absorb, poison the land and air, clearcut forests, maltreat other animals for our consumption, and degrade our soils and think nothing of it. Human actions are responsible for ushering in the 6th largest extinction of species in the history of the planet. **What does all this say about us as a species?**

This course could be called aptly **Rediscovering Our Place in the World**, as it introduces students to the scope and seriousness of present ecological concerns and investigates the relationship among human beings, our systems and the natural environments. This interdisciplinary introduction to the environment will draw from the sciences, social sciences and the humanities to explore the major social, cultural, economic, and ethical systems affecting the health of the planet.

We will carry out this exploration, in part, by touching on some of the major writers and classic essays in the field. Class lectures and tutorials will be in person. All discussions will be supplemented by audiovisuals and guest speakers.

I HOW THE COURSE IS ORGANIZED



Climate March September 2019, Toronto
Photo by Lewis Parson, Unsplash

This course is organized by 12 class units over a period of 12 weeks, with 5 tutorials. Classes and tutorials will be in-person: tutorials at various times (see below) and classes on Thursdays from 15:00 to 17:00. Lectures will NOT be recorded, though students are free to record them for personal use.

COURSE MATERIALS

Mandatory readings are freely available through our Quercus portal **via the Library Reading List**. Some videos will be made available on **Quercus under Modules, Class Lecture Notes**.

OFFICE HOURS

The instructor and the TAs all offer weekly office times either by appointment or at a set time where students can drop in for extra help in the course. Please consult the times, procedures, and dates for each team member, found on the first page of this syllabus and Quercus.

HOW MUCH TIME SHOULD YOU DEVOTE TO THIS COURSE?

Over the course of each week, on average, you are expected to spend anywhere between **6 to 8 hours weekly for each class** digesting/viewing all readings and required videos, attending class and tutorials and doing assignments. You are expected to attend all classes and tutorials, and complete and submit all assignments according to the due dates/deadlines. **It is strongly advised to complete all readings the week they are assigned and not to fall behind.**



QUERCUS

You are responsible for keeping informed about the course and its content via the course website on Quercus (<https://q.utoronto.ca/>) and syllabus (found on Quercus). All documents and resources required for the course will be accessible through this website.

II EVALUATION/GRADING SCHEME

Tutorial Attendance	10% of grade
3 Mini Assignments	18% of grade
Reading Comprehension Test	30% of grade
Final Exam	42% of grade

TUTORIALS (10% of grade)

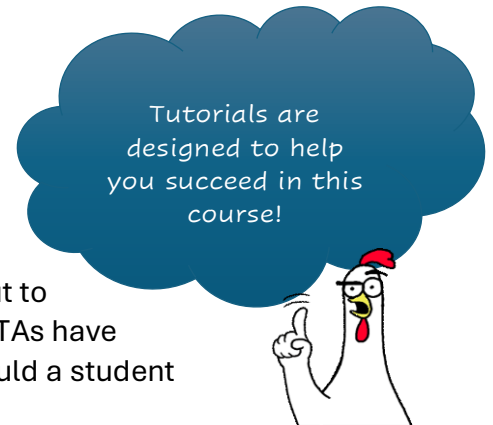
Tutorial times and dates are below. Each student will participate in **5 tutorials** over the term; please **ensure you are registered for a tutorial by September 16.**

Tutorial Schedule	Focus
Sept. 2-6	No tutorials
Sept. 9-13	No tutorials
Sept. 16-20	1 st tutorial (introductions & How to Engage the Readings)
Sept. 23-27	2 nd tutorial (discussing the essential questions of our time & more practice engaging)
Oct. 3-4	3 rd tutorial (test preparation)
Oct. 7-11	No tutorial (test given this week)
Oct. 21-25	No tutorial
Oct. 28-Nov. 1	No tutorial (reading week)
Nov. 4-8	4 th tutorial (tests returned, discussed; engaging the readings with practice exercises)
Nov. 11-15	No tutorial
Nov. 18-22	5 th tutorial (prep for final exam)
Nov 25-29	No tutorial

Section	Day & Time	Location (for room see Quercus)	Teaching Assistant
TUT0101	Monday 10:00 AM - 11:00 AM	MP	
TUT0102	Monday 10:00 AM - 11:00 AM	AP	
TUT0201	Monday 11:00 AM - 12:00 PM	MP	
TUT0202	Monday 11:00 AM - 12:00 PM	AP	
TUT0301	Monday 1:00 PM - 2:00 PM	BF	
TUT0302	Monday 1:00 PM - 2:00 PM	BA	
TUT0401	Monday 2:00 PM - 3:00 PM	BF	
TUT0402	Monday 2:00 PM - 3:00 PM	BA	
TUT0501	Tuesday 3:00 PM - 4:00 PM	AP	
TUT0601	Tuesday 4:00 PM - 5:00 PM	AP	
TUT0701	Wednesday 10:00 AM - 11:00 AM	MY	
TUT0702	Wednesday 10:00 AM - 11:00 AM	KP	
TUT0801	Wednesday 11:00 AM - 12:00 PM	MP	
TUT0802	Wednesday 11:00 AM - 12:00 PM	MP	
TUT0901	Wednesday 3:00 PM - 4:00 PM	MY	
TUT1001	Wednesday 4:00 PM - 5:00 PM	MP	

TUT1101	Thursday 10:00 AM - 11:00 AM	BA
TUT1102	Thursday 10:00 AM - 11:00 AM	AP
TUT1201	Thursday 11:00 AM - 12:00 PM	MY
TUT1202	Thursday 11:00 AM - 12:00 PM	AP

The **goals** of tutorials are to help you review the course material, assist you with your reading/writing engagement, and prepare you for the test and exam. **Experience has shown that students who attend and participate in writing exercises offered during these sessions do significantly better in the course than those who do not.**



1. TAs will award up to 10% for tutorial **attendance** (works out to 2% per tutorial) to each student who **attends** the session. TAs have the right to assign less than 2 marks at their discretion should a student arrive very late or leave very early.
2. **There will be no 'make-up' for missed tutorials** except for illness or unavoidable reasons, in which case, the TA may assign extra homework **if TA is notified within 48 hours**. Consult section below DOCUMENTATION FOR ABSENCES AND SUPPORTING EXTENSIONS.
3. Your tutorial exercises will be discussed and assigned in tutorials.

THREE MINI ASSIGNMENTS (18% [3 x 6 marks] - various due dates)

The goals of these mini assignments are to help you **to practice engaging the readings/viewings deeply** (conveying & analysing their main points and honing your analysis skills) in a **non-stressful way** while **acquainting you with some other contemporary environmental thinkers** independent of course readings/viewings. While 6 points will be assigned for each submission, the marking will not be stringent, allowing you to engage, convey and analyse with less pressure. You have a **choice of either seminars, lectures or readings in each of the three assignments**. The lowest of the three marks – if all three assignments are done – will be dropped.

First mini assignment (due September 20, 11:59 pm)

1. Choose either
 - a. the **chapter reading by Alanna Mitchell, "The Last Best Place on Earth,"** in *Sea Sick: The Global Ocean in Crisis*. Toronto: McClelland and Stewart, 2009, 21-40, OR
 - b. the in-class guest **lecture by Bob McDonald**, author and host of CBC's Quirks and Quarks.
2. **Engage** the reading or lecture conveying the salient points made. Include in your writing 1 point you read that you found very interesting in regard to environmental studies and briefly state why you found it interesting [maximum 300 words in all]. NOTE: it is not vital that you fully understand all that is discussed in the reading: suggesting an educated guess when this happens or simply saying "I did not understand when she dais ..." will do.
3. **Upload your notes** using Word or PDF on Quercus **via Turnitin** by the due date.
4. **Marks** will be based primarily on 3 marks for **full completion of the assignment**, as per instructions, with a remaining 3 marks **for evidence of effort to engage the subject** in

question according to requirements as discussed in tutorials (and found on documents How to Engage the Readings).

5. **Extensions or make-up assignments should not be necessary:** if you miss the lecture, do the reading; however, if for health reasons, unanticipated and unavoidable familial incident beyond your control, or bereavement notify the TA within 48 hours and follow directions in section below DOCUMENTATION FOR ABSENCES AND SUPPORTING EXTENSIONS.

Second mini assignment (due September 27, 11:59 pm)

1. Choose either
 - a. the **article reading by David Orr, “The Trial,”** *Conservation Biology*, vol. 20, No. 6 (2006): 1570-1573. DOI: 10.1111/j.1523-1739.2006.00597.x OR
 - b. the **online seminar talk by Rhet Larson (on water and human rights) Wednesday 25 September from 12 noon to 1:30** (approximate end time – these are run by the School of the Environment and attendance and duration of attendance is tracked for individuals). NOTE for this, you will need to register before the event at <https://www.environment.utoronto.ca/events> (there is no cost involved)
2. **Engage** the reading or talk conveying the salient points made. Include in your writing 1 point you read that you found very interesting in regard to environmental studies and briefly state why you found it interesting [maximum 300 words in all]. NOTE: it is not vital that you fully understand all that is discussed in the reading: suggesting an educated guess when this happens or simply saying “I did not understand when she dais ...” will do.
3. **Upload your notes** using Word or PDF on Quercus **via Turnitin** by the due date.
4. **Marks** will be based primarily on 3 marks for **full completion of the assignment**, as per instructions, with a remaining 3 marks **for evidence of effort to engage the subject** in question according to requirements as discussed in tutorials (and found on documents How to Engage the Readings).
5. **Extensions or make-up assignments should not be necessary:** if you miss the lecture, do the reading; however, if for health reasons, unanticipated and unavoidable familial incident beyond your control, or bereavement notify the TA within 48 hours and follow directions in section below DOCUMENTATION FOR ABSENCES AND SUPPORTING EXTENSIONS.

Third mini assignment (due October 25, 11:59 pm)

1. Choose either
 - a. the **article reading by Thomas Berry, “The Fourfold Wisdom.”** In *The Great Work: Our Way into the Future*. The Crown Publishing Group, 1999, 176-195. OR
 - b. the **online seminar talk by Anna Marie Cipriani (on city policies related to climate change), Wednesday 23 October from 12 noon to 1:30** (approximate end time – these are run by the School of the Environment and attendance and duration of attendance is tracked for individuals). NOTE for this, you will need to register before the event at <https://www.environment.utoronto.ca/events> (there is no cost involved)
2. **Engage** the reading or talk conveying the salient points made. Include in your writing 1 point

you read that you found very interesting in regard to environmental studies and briefly state why you found it interesting [maximum 300 words in all]. NOTE: it is not vital that you fully understand all that is discussed in the reading: suggesting an educated guess when this happens or simply saying “I did not understand when she dais ...” will do.

3. **Upload your notes** using Word or PDF on Quercus **via Turnitin** by the due date.
4. **Marks** will be based primarily on 3 marks for **full completion of the assignment**, as per instructions, with a remaining 3 marks **for evidence of effort to engage the subject** in question according to requirements as discussed in tutorials (and found on documents How to Engage the Readings).
5. **Extensions or make-up assignments should not be necessary:** if you miss the lecture, do the reading; however, if for health reasons, unanticipated and unavoidable familial incident beyond your control, or bereavement notify the TA within 48 hours and follow directions in section below DOCUMENTATION FOR ABSENCES AND SUPPORTING EXTENSIONS.

READING COMPREHENSION TEST (30% - during class time, Oct 10 - not in classroom)

As the title of this test indicates, this will be a closed-book mix of multiple-choice questions assessing your reading comprehension of the required readings for the weeks preceding the test (hence, weeks 1 to 5), and one short essay question in the form of convey and analyze (as practiced in tutorials, tutorial exercises and mini assignments). It will last 1 hour and be written in the Exam Centre (exact rooms to be announced).

If you miss the Reading Comprehension Test for illness or other unavoidable reasons, advise the LEAD TA 48 hours before or within 48 hours after the test so that they can prepare an alternative form of assessment and date for writing it. Also, consult the section below, DOCUMENTATION FOR ABSENCES AND SUPPORTING EXTENSIONS.

FINAL EXAM (42%)

The final exam will take place during the UofT examination period following classes at a time determined by the Office of the Faculty Registrar (to be announced). It will be a closed-book (no aids), 3-hour assessment of all the material covered in class, consisting of multiple choice, short answer, and short essay format (along the lines discussed for the writing assignment and test).

If you miss a final exam, you must petition to the Faculty through your College Registrar’s Office for an opportunity to write a deferred exam.

CRITERIA FOR EVALUATING WORK

The specific criteria for evaluating work will be discussed in tutorials. Broadly, you should be able to **convey and analyze** course materials with **precision** and **accuracy**, and with **clear focus**; your **writing style should be clear** and unambiguous, and your **mechanics free of grammatical errors, spelling or major factual errors**.

LATE PENALTIES



A penalty of **1%** for assignments late by one day, **5%/day** for assignments late two or more days. The **late penalty/day is calculated** on the value out of 100. For example, a mark of 4/5 (tabulated in points) translates into a mark of 80%; if 1 day late, the student receives only 79%, which translates into 3.95/5; if 2 or more days late, the student receives a 5% penalty for each day: so, for the same mark of 4/5, if a student hands in a paper 3 days late, the penalty is $3 \times 5\%$ [-15%], so the mark of 4/5 above becomes $(80-15 = 65)$ or 3.25/5, and so on.



About 8 million metric tons of plastic are thrown into the ocean annually

Jenna R. Jambeck et al., "Plastic waste inputs from land into the ocean," *Science* 13 Feb 2015: 768-771

As you become more exposed to the grim realities of climate change and the current state of the ecosystems brought on by our industrialized ways living and consuming, it is perfectly normal – and entirely appropriate – to experience some form of anxiety, grief, fear or guilt about the planet's future as well as your own. We will not end this course without having some discussions on various practices and healthier ways of viewing reality that will help you face the future with resilience and some form of hope!

III LECTURE OUTLINE – REDISCOVERING OUR PLACE IN THE WORLD

First half: Asking the essential questions of our time

Borrowing upon the new findings of science in the last century – much of which has yet to be absorbed by humans today – we ponder the crucial questions undergirding our existence as a species on Earth: what are we doing? How do we think about ourselves as a species? In what ways are we knowing the world? Who are we? And what might be a role for us on this planet? These questions are not new; religions and philosophies have been asking them for millennia; however, this is the first time in our history as a species when we ask them in light of the tremendous destruction we have caused to all life on the planet.

Key terms and/or concepts are underlined

Class 1 (September 5)

“What on Earth are we doing?” is a question posed in today’s [very short] reading by Stephen Scharper and another by over 15,000 scientists from around the world, both as a warning to humanity. Song writer Joni Mitchell sang about missing paradise once it’s gone. But do we miss what is gone? Or forget about it? Our human actions will be discussed, including the concept of Anthropocene – and whether that term is appropriate or helpful and discussions on shifting baseline syndrome, solastalgia and eco-grief. I will also ask you to ponder why you are here spending much time, energy and money studying at university (as Scharper and the scientists are addressing you as well). Included in our introductory discussions will be requirements and goals of this course.

Required readings/viewings:

- Scharper, Stephen. **“We All Lose in the War against Nature,”** in *For Earth’s Sake: Toward a Compassionate Ecology*, edited by Simon Appolloni. Toronto: Novalis, 2013, pp. 63-64.
- Ripple, William J., Christopher Wolf, Thomas M. Newsome, Mauro Galetti, Mohammed Alamgir, Eileen Crist, Mahmoud I. Mahmoud, William F. Laurance **“World Scientists’ Warning to Humanity: A Second Notice.”** *Bioscience* 67, no. 12 (2017): 1026–28.
doi:10.1093/biosci/bix125. *BioScience*, Volume 67, Issue 12, December 2017, Pages 1026–1028, <https://doi.org/10.1093/biosci/bix125>
- Appolloni, Simon. VIDEO **“Why Are You Here?”** (available on Quercus)

Class 2 (September 12)

What might this moment in time be telling us about our self-understanding as a species among other species on this planet? With its earliest (and heroic) messenger of the environmental movement, **Rachel Carson**, we reflect on the concepts of anthropocentrism and the “control of nature” as dominant expressions of our self-understanding which, Carson says, were “conceived in arrogance, born of the Neanderthal age of biology and philosophy, when it was supposed that nature exists for the convenience of man [sic]” (Silent Spring, p. 297). We will address the question posed above by discussing the influence Rene Descartes’s thinking on human uniqueness has had on our own actions today along with Carson’s notion of biocides, our zeal for efficiency and monoculture. To

better understand the effects of our [mis]understanding of ourselves as a species, we will close with an examine the industrialization of agriculture and its affiliated treatment of animals.

Required readings:

- Carson, Rachel. “**The Obligation to Endure**,” in *Silent Spring*. New York: Mariner Book – Houghton Mifflin Company, 2002/1962, pp. 5-13.
- Johns Hopkins Center for a Livable Future, Food Systems Primer: “**Industrialization of Agriculture**.” Available at: <https://foodsystemprimer.org/production/industrialization-of-agriculture>

Class 3 (September 19) – second half: **special quest speaker Bob McDonald, author, science communicator and Host of CBC’s Quicks and Quarks**

How are we (largely in the Western world) engaging with life surrounding us? *This question has as much to do with the dominant **Western knowledge system** (the one you are accustomed to at university), as it does with **ethics**. Specifically, the dominant reductionist scientific method, while it has brought about many technological and health benefits, has its limits when it comes to knowing the world. Its ascendancy as universal and exclusive along with “the desire for ... exploitation of nature, reflecting the Western worldview which separates human beings from nature,” has bred what Vandana Shiva calls a “monoculture of the mind”, inflicting much damage on human communities and ecosystems. Stephen Scharper ponders the dominant current political and economic systems of unequal ecologies and suggests that the measure of supporting the flourishing of human communities, especially those least privileged, is the degree to which these communities actively participate in its own liberation from social and environmental injustices. Along with these issues, we will discuss are environmental racism, patriarchy, the Chipko Liberation Movement and ecofeminism.*

Required readings/viewings:

- Scharper, Stephen. “**Option for the Poor and the Option for the Earth: Toward a Sustainable Solidarity**,” in *For Earth’s Sake: Toward a Compassionate Ecology*, edited by Simon Appolloni. Toronto: Novalis, 2013, [ONLY PORTIONS OF THE CHAPTER] 154-164 & 170-171 (for ebooks, read from the beginning to just before the section “Adopting an Option for the Poor in Environmental Initiatives”, then proceed to and read “Conclusion”).
- Shiva, Vandana. “**Monocultures of the Mind**,” *Trumpeter* 10, no. 4: 1993.
- Shiva, Vandana. “**Learning from India’s Chipko movement: fighting for feminism and for the environment**,” available at, <https://www.wrm.org.uy/bulletin-articles/learning-from-indias-chipko-movement-fighting-for-feminism-and-for-the-environment>
- Appolloni, Simon. VIDEO “**Monoculture of the Mind**” (available on Quercus)

Class 4 (September 26)

So, **what are we** if not wanton arrogant destructive forces of life? **We are water, as well as air, earth and fire**. In other words, replies David Suzuki, we are “**creatures of the Earth**” which means we depend of the “same biological factors that support all other life forms” (p. 300). To help us understand the deeper significance of that wisdom, we examine oceans, and water in general, considering most of the Earth and our bodies are water. We will examine the hydrologic cycle and our use and misuse of water and, as Suzuki claims, “recognizing our dependence on the same biological

factors that support all other life forms.” Along with the Positive News story, as an example, this week looks encouragingly at what we can be as a species on Earth.

Required readings:

- Suzuki, David. “**The Oceans Flowing through Our Veins**,” chapter 3 of *The Sacred Balance: Rediscovering Our Place in Nature*. Vancouver: Greyston Books, 2022, [**ONLY PORTIONS OF THE CHAPTER**] pp.85-98, 105-117.
- Suzuki, David. “**Restoring the Balance**,” chapter 9 of *The Sacred Balance: Rediscovering Our Place in Nature*. Vancouver: Greyston Books, 2022, [**ONLY PORTIONS OF THE CHAPTER**] pp. 298-301.
- Positive News journalism. “**The ‘lost’ underwater forests that came back from the dead.**” Available at: <https://www.positive.news/environment/the-lost-underwater-rainforest-that-came-back-from-the-dead/>

Class 5 (October 5)

Why are we here? *New avenues in science that look at whole systems (i.e., not reductionist science) incorporating multiple disciplines, are presenting us with novel understandings of our planet and life and, hence, where we might fit in all this. In reflecting on the Gaia theory, Timothy Lenton reminds us, “There is no ‘environment’ separate from us organisms,” and “[L]ife continually transform[s] its surroundings,” so that life can flourish. “Very occasionally” as the Gaia theory and evolutionary science posit, “something evolves that seriously disrupts the status quo... changing the atmosphere and climate triggering extinctions.” If, as James Lovelock, the creator of the Gaia theory, asserts, Gaia is self-regulating and if we are indeed Gaia, it seems we have a critical choice: will it be to continue being that ‘something’ that destroys life or supports sustainable flourishing? In examining Gaia as a science, we also explore Gaia as a metaphor of cooperation or a living system including the African philosophy of ‘ubuntu’.*

Required readings/viewings:

- Lovelock, James. “**The Living Earth**,” *Nature*, ISSN 0028-0836, 12/2003, Volume 426, Issue 6968, 769 -770.
- Lenton, Tomothy. “**Reflections on Gaia**,” available at <https://www.isolarii.com/forewords/gaia-polycrisis-tim-lenton>
- Tutu, Desmond. “**Ubuntu: The Essence of Being Human.**” Available at <https://www.google.com/search?client=firefox-b-d&q=ubuntu+archbishop+desmond+tutu#fpstate=ive&vld=cid:63f28eeb,vid:44xbZ8MN1uk,st:0>

Class 6 (October 10)

MID-TERM EXAM – during class time but not in class: at exam centre

Second half: Re-imagining our systems and our presence on this planet

This second half of the term, we will activate our imaginations and explore new possibilities in how we relate to Earth, how we can conceive our economic, social and education systems, and indeed, how we can be present to the planet in a mutually beneficial manner, culminating with

the question we all are wondering: where are we going? In all this, we will examine the concept of hope, as lately, at least, it has received mixed reviews.

Class 7 (October 17)

How might we re-imagine our relationship with the land and its waters? Earlier, we discussed the merits of the philosophy of ubuntu, which is primarily concerned with human-human interaction. What about the land? Humans in Western industrialized nations, in general, have had a tenuous relationship with the land, evidenced by overuse, misuse, general neglect to disavowing of its significance. Aldo Leopold, considered by some as the father of wildlife conservation, offers us the Land Ethic which, if we accept Leopold's premise that "Obligations have no meaning without a conscience," must be accompanied by feelings of love, respect and admiration for the land; he suggests the ethic could serve as a means of transforming ourselves into just plain members and citizens of the larger biotic community. In our analysis of his ethic, we will explore the curious development of re-introducing wolves into Yellowstone Park, the concept of biophilia and the philosophy of Deep Ecology. We will also explore the Land Ethic in terms of soil and regenerative agriculture.

Required readings/viewings:

- Leopold, Aldo. "**The Land Ethic**," in *A Sand County Almanac*. New York: Balantine Books: 1966/1970, 237-264.
- Toussaint-Strauss, Josh. "**It's Time We Stopped Treating Soil Like Dirt**," VIDEO, *The Guardian* YouTube Network, Jul 11, 2019.
- Appolloni, Simon. VIDEO "**The Expansionist Circle of Ethics**" (available on Quercus)

Class 8 (October 24)

How might we re-conceive our current economic system of unlimited growth? This system of utilizing and managing scarce resources relies heavily on the continued consumption of goods which are produced, distributed and disposed of – and in increasing amounts – to the detriment of the health of human communities and the natural world. Peter Victor proposes what economist Herman Daly long ago termed steady-state or no-growth economics (as opposed to green growth) that promotes the well-being of human and other biotic communities, only that well-being unfolds within the constraints of planetary limits. We will examine concepts such as decoupling and the rebound effect.

Required readings/viewings:

- Victor, Peter. "**Questioning Economic Growth**," *Nature* 468, no. 7322 (November 18, 2010): 370-71.
- Leonard, Annie. "**The Story of Stuff**," VIDEO, available at: <https://www.storyofstuff.org/movies/story-of-stuff/>
- Fournieris, Cyril. "**Repair cafés, sustainable smartphones and product passports: Tackling Europe's throwaway culture**," *EuroNews* 20 Dec 2023 VIDEO, available at: <https://www.euronews.com/green/2023/12/19/repair-cafes-sustainable-smartphones-and-product-passports-tackling-europes-throw-away-cul>

October 31 – NO CLASS: READING WEEK

Class 9 (November 7)

While we might debate calling our era the Anthropocene, some insist it is nonetheless defined by an all-consuming ethos of constant consuming and short-term profit-making: in other words, the Capitalocene. As Robin Wall-Kimmerer reminds us, we must consume to live. How we go about it, though, can change. Accordingly, the question Wall-Kimmerer asks is this: **how, then, do we consume in a way that does justice to the lives that we take?** It is not simply a code but an Indigenous worldview she informs us about that is underscored by gratitude and reciprocity. In our discussions on the honourable harvest as a new way of consuming, we will return to the concept of efficiency, and discuss Deborah McGregor's Indigenous-influenced understanding of human-nature relationship.

Required readings/viewings:

- Wall Kimmerer, Robin. **“The Honorable harvest,”** in *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Minneapolis, Minnesota: 2013, pp. 175-201.
- Appoloni, Simon. VIDEO **“Chatting about the Environment with Deborah McGregor”** (available on Quercus)

Class 10 (November 14)

Considering that you (and I) have spent most of our lives in this all-consuming world of education, it might seem odd that we rarely discuss how it serves us as a system. Recall I asked you earlier, why you are here studying at university. This is not simply a theoretical question. **How we educate ourselves, Environmental thinker David Orr tells us, facilitates our designing of a world that is either destructive, ego-centred or just and sustainable. Not only what we learn but how and why we learn are crucial to our future.** Orr suggests redesigning education so that it emphasizes values, informs what it means to be human within a larger biotic community, instills a consciousness of all life including other humans about us, and fosters integrity in all our dealings. In examining the myths and principles of education, we turn to concepts such as controlling (or managing) nature (discussed earlier), human flourishing and the Greek concept of Paideia, and why educating girls globally matters more than you think.

Required readings:

- Orr, David. **“What Is Education For?,”** in *Earth in Mind: On Education, Environment, and the Human Prospect*. Washington, D.C.: Island Press, 2004, pp. 7-15.
- Berry, Thomas. **“Introduction,”** to *The Great Work: Our Way into the Future*. New York: Bell Tower, 1999, pp. ix-xi.
- **“Educating Girls,”** in *Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming*, Paul Hawken ed. New York: Penguin Books, 2017, pp. 80-82.

Class 11 (November 21)

What constitutes an authentic mode of living with the rest of the planet? What might it look like?

These are critical questions since, as The Earth Charter affirms, “We stand at a critical moment in Earth’s history, a time when humanity must choose its future.” The Earth Charter speaks of universal

responsibility and spells out values and principles “to provide an ethical foundation for the emerging world community.” Scharper’s anthropo-harmonic ethic suggests a process for living out those principles. In both cases, the call is not simply for changes to policies, economics, education or new technology, important as they might be, but – in keeping with what Leopold stated earlier about his Land Ethic – the call requires a change of mind and heart.

Required readings/viewings:

- “**The Earth Charter**,” available at: <https://earthcharter.org/read-the-earth-charter/download-the-charter/>
- Scharper, Stephen in conversation with Simon Appolloni. “**Anthropo-harmonism**,” VIDEO (available on Quercus)
- Appolloni, Simon. VIDEO “**Moving away from Anthropocentrism**” (available on Quercus)

Class 12 (November 28)

*In this final class, as we recap what we discussed this course and prepare for the final exam, we ask, **Where are we going?** Underlining this question is the sense of hope. I present a way of looking at the situation of the world dialectically, which allows us to recognize that while the natural world is indeed deteriorating and at an alarming rate due to our actions it is not the whole story. We have seen throughout the course, and in the reading, “An Extremely Incomplete List of Climate Victories” that we have and can do the impossible. When we harvest our imagination, as Denali Sai Nalamalapu does in her look back from 2073, we find it easier to believe that (in the worlds of Rebecca Solnit) difficult is not the same as impossible.*

Required readings:

- Appolloni, Simon. “**How to stay hopeful in a world seemingly beyond saving**,” in *The Conversation*, 7 December 2023; available at <https://theconversation.com/how-to-stay-hopeful-in-a-world-seemingly-beyond-saving-210415>
- Nalamalapu, Denali Sai. “**Looking Back from the Future: 2023 from 2073**,” in *Not Too Late: Changing the Climate Story from Despair to Possibility*, edited by Rebecca Solnit and Thelma Young Lutunatabua. Chicago, Illinois: Haymarket Books, pp. 164-169.
- “**An Extremely Incomplete List of Climate Victories**” in *Not Too Late: Changing the Climate Story from Despair to Possibility*, edited by Rebecca Solnit and Thelma Young Lutunatabua. Chicago, Illinois: Haymarket Books, pp. 92-102.

IV COURSE POLICIES

ACCESSIBILITY

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the (online) classroom or course materials, please contact Accessibility Services as soon as possible:

https://studentlife.utoronto.ca/task_levels/accessibility-andacademic-accommodations/

The University is committed to developing an accessible learning environment that provides reasonable accommodations to enable students with disabilities to meet the essential academic requirements of the University's course and programs. Please be aware of the academic accommodation policies and resources page on the Provost's website:

<https://www.viceprovoststudents.utoronto.ca/students/academic-accommodation/>

AUDIOVISUAL MATERIAL AND RECORDINGS

This course will not be videotaped. Course pedagogical videos and materials belong to your instructor/TA, the University, and/or other source depending on the specific facts of each situation, and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor.



For questions about recording and use of videos in which you might appear please contact your instructor.

AUDIO RECORDINGS OF LECTURES (NO DISTRIBUTION RIGHTS)

Students may create audio-recordings of the lectures for their personal use. Recordings are intended to permit lecture content review so as to enhance understanding of the topics presented. Audio-recordings are not substitutes for attending class.

Students should note that since audio recordings are to be permitted, their voice may be recorded by others during the class. Please speak to the instructor if this is a concern for you.

In accordance with the Accessibility for Ontarians with Disabilities Act, 2005, persons who have special needs will be accommodated.

Students agree to the following terms when creating audio recordings of lectures:

- Recordings are not to be distributed without the permission of the instructor via the Internet, using social media such as Facebook, peer-to-peer file sharing such as One Drive or Dropbox, or other distribution channels.
- Recordings are not to be shared with other classmates unless they are to be used in collaborative assignments, or if the instructor permits for other reasons.

Non-compliance with these terms violates an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

ACADEMIC INTEGRITY

"The University of Toronto is committed to the free and open exchange of ideas, and to the values of independent inquiry. Academic integrity is fundamental to our university community's intellectual life. What does it mean to act with academic integrity? U of T supports the International Center for Academic Integrity's definition of academic integrity as acting in all academic matters with honesty, trust, fairness, respect, responsibility, and courage. For an Indigenous perspective on these values, you might also like to read more about the [Seven Grandfathers approaches to academic integrity](#). In our [Code of Behaviour on Academic Matters](#), the University has identified academic offences that run counter to those values, and that are in opposition to our mission to create internationally significant research and excellent academic programs. This code outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. **You are expected to be familiar with the contents of this document.**

Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work).

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.
- Falsifying institutional documents or grades.

All suspected cases of academic dishonesty will be investigated following the procedures outlined in the Code of Behaviour on Academic Matters. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, you are expected to seek out additional information from me or other available campus resources like the College Writing Centres (<https://writing.utoronto.ca/writing-centres/arts-and-science/>), the Academic Success Centre, or the U of T Writing Website <https://writing.utoronto.ca/>.

ON THE USE OF TECHNOLOGICAL AIDS (e.g. software like ChatGPT)



Here's the thing: while interdisciplinary in scope, **this course follows a humanities**

methodology. That means that part of the learning process involves learning how to read and engage lectures carefully, reading for meaning, learning how to read between the lines (critically considering non-stated assumptions), and uncovering biases, among other skills. Much like growing muscles only by lifting weights, none of these skills can be acquired in any way other than the hard way: by reading the

text or engaging in the lecture carefully, reading between the lines, searching for biases, and so on (you get the picture). Pressing a key on the computer to have AI find these for you means you will not have succeeded in gaining these important skills. For this reason, **the following rules apply to the use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants: they are prohibited.**

USE OF TURNITIN

“Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).”

ONLINE COMMUNICATION POLICY

Please use email as a professional tool of correspondence that communicates in a respectful manner. **Allow up to 48 hours** for TAs and instructor to respond. Always place the course name and number "ENV100" in the subject heading of your email. Directly address the instructor or TA by name, and always provide your own (full) name as part of your message.

IF THE INFORMATION CANNOT BE FOUND FIRST ON THE SYLLABUS, address all **administrative questions** to the Lead TA via the **COURSE DISCUSSION BOARD** on Quercus; The Lead TA will regularly check the board and will answer your questions there, if they are not already answered. Remember to read through the discussion board and course announcements to avoid redundancy. Non-emergency emails that are better directed to the discussion board will not receive a reply. As with email, all communication on the discussion board will follow the same etiquette as outlined above.



DOCUMENTATION FOR ABSENCES AND SUPPORTING EXTENSIONS

During the academic term, if you are absent from your studies and unable to complete course work, you should follow the policy outlined in this course syllabus.

As an A&S undergraduate student, if you miss an academic obligation and wish to seek academic consideration, you may declare an absence using the Absence Declaration Tool in ACORN. Students who declare an absence in ACORN should expect to receive reasonable academic consideration from their instructor without the need to present additional supporting documentation.

The ACORN Absence Declaration Tool is intended to be used in the following circumstances:

- A health condition or injury (e.g., illness, serious physical harm, mental health issue, scheduled surgery)
- A personal or family emergency (e.g., unanticipated and unavoidable familial incident beyond the student's control)
- Bereavement (e.g., the death of a student's immediate family member or close friend)

NOTE Students **may submit one absence declaration per academic term**, e.g., the Fall (F) term. Consult, <https://www.artsci.utoronto.ca/current/academics/student-absences>.

BEYOND YOUR ONE-TIME ABSENCE DECLARATION TOOL, for absences or extensions, the following documentation is required:

- U of T Verification of Illness or Injury Form (VOI)
- College Registrar's letter
- Letter of Academic Accommodation from Accessibility Services

RE-MARKING OF ASSIGNMENTS

Should you wish your test paper to be remarked for a miscalculation of marks, simply contact the TA. For concerns about the marking of the content of the writing assignments, please discuss the matter first with the TA who marked your work. For marking of content, you may not simply request that the whole work be re-examined merely because you feel the mark is too low. You must specify to the TA exactly which part(s) require re-examination, outlining coherently reasons why the section deserves a re-examination. Please note that in re-examining the work, the TA is free to lower the mark if she/he deems it merits it. If unsatisfied with your mark, it is only after you have met and discussed your work with the TA who marked your work that you can come to the instructor with your concerns.



When she was 15, in August 2018, the young Swedish climate change activist Greta Thunberg began protesting outside the Swedish parliament about the need for immediate action to combat climate change. She has since galvanized millions of young people around the globe to become activists for the environment. On 15 March 2019, over a million students in 112 countries around the world joined her call in striking and protesting.

V TECHNOLOGY REQUIREMENTS

This course requires the use of computers, and of course **sometimes things can go wrong** when using them. You are responsible for ensuring that you maintain regular backup copies of your files, use antivirus software (if using your own computer), and schedule enough time when completing an assignment to allow for delays due to technical difficulties. Computer viruses, crashed hard drives, broken printers, lost or corrupted files, incompatible file formats, and similar mishaps are common issues when using technology, and are not acceptable grounds for a deadline extension. Please also consult the site below for information regarding online learning: <https://onlinelearning.utoronto.ca/getting-ready-for-online/>



If students have more questions, please consult the U of T Vice-Provost site below for information regarding student technology requirements: <https://www.viceprovoststudents.utoronto.ca/covid-19/tech-requirements-online-learning/>

VI SUPPORT



First year in university is demanding and it can be disorienting and daunting. **Know that while academic standards will remain high, our ENV100 team of instructor and TAs are willing to help you. Reach out!! You are invited to reach out** to the following links to help you with life, academic and/or technical service and support:

- General student services and resources at [Student Life](#)
- Full library service through [University of Toronto Libraries](#)
- Resources on conducting online research through [University Libraries Research](#)
- Resources on academic support from the [Academic Success Centre](#)
- Learner support at the [Writing Centre](#)
- Information for [Technical Support/Quercus Support](#)



Want to learn more? Check out the resources in the pages ahead.

VII SUGGESTIONS FOR FURTHER READING & VIEWING

Economics/commerce and environment

- Hawken, Paul. *The Ecology of Commerce: A Declaration of Sustainability*. New York: Collins Business, 1993.
- Jackson, Tim. *Prosperity without Growth: Economics for a Finite Planet*. London: Earthscan, 2009.
- Korten, David. *When Corporations Rule the World*. West Hartford, Connecticut: Kumarian Press, 1995.
- Schumacher, E.F. *Small is Beautiful: Economics as if People Mattered*. Vancouver: Hartley and Marks, 1999.
- Sharpe, Simon. *Five Times Faster: Rethinking the Science, Economics, and Diplomacy of Climate Change*. Cambridge; Cambridge University Press, 2023.
- Soper, Kate. *Post-Growth Living: For an Alternative Hedonism*. New York: Version, 2023.
- Victor, Peter. *Herman Daly's Economic for a Full World: His Life and Ideas*. New York: Routledge, 2022.

Ethics and environment

- Appolloni, Simon. *Convergent Knowing: Christianity and Science in Conversation with a Suffering Creation*. McGill-Queen's University Press, forthcoming, November 2018.
- Berry, Thomas. "Ethics and Ecology." Paper delivered to the Harvard Seminar on Environmental Values, Harvard University, 9 April 1996. Accessed June 2013. <https://intuerifarm.wordpress.com/philosophy/ethics-and-ecology-by-thomas-berry/>
- Berry, Thomas. *The Great Work: Our Way into the Future*. New York: Bell Tower Publishing Group, 1999.
- Boff, Leonardo. *Cry of the Earth, Cry of the Poor*. Translated by Phillip Berryman. Maryknoll, NY: Orbis Books, 1997.
- Cheney, Jim, and Anthony Weston. "Environmental Ethics as Environmental Etiquette: Toward an Ethics-Based Epistemology." *Environmental Ethics* 21 (Summer 1999):115–34.
- Cuomo, Chris J. "Getting Closer: Thoughts on the Ethics of Knowledge Production." Accessed August 2013. <http://fore.research.yale.edu/disciplines/ethics/essays/>.
- Garvey, James. *The Ethics of Climate Change: Right and Wrong in a Warming World*. London: Continuum, 2008.
- Guha, Ramachandra. "The Environmentalism of the Poor." In *Varieties of Environmentalism: Essays North and South*, edited by Ramachandra Guha and J. Martinez-Alier, 3–21. London: Earthscan Publications, 1997.
- Jenkins, Willis. *The Future of Ethics: Sustainability, Social Justice, and Religious Creativity*. Washington DC: Georgetown University Press, 2013.
- Leopold, Aldo. *A Sand County Almanac: With Essays on Conservation from Round River*. New York: Ballantine Books, 1966.
- Scharper, Stephen Bede. *For Earth's Sake: Toward a Compassionate Ecology*. Edited by Simon Appolloni. Toronto: Novalis Publishing Inc., 2013.

- Schweitzer, Albert. *Albert Schweitzer: Essential Writings*. Selected with an Introduction by James Brabazon. Maryknoll, New York: Orbis Books, 2005.
- Waldau, Paul and Kimberly Patton (editors). *A Communion of Subjects: Animals in Religions, Science and Ethics*. New York: Columbia University Press, 2006.

Psychology (includes topic of eco-anxiety) and environment

- Appolloni, Simon. “How to stay hopeful in a world seemingly beyond saving,” in *The Conversation*. December 2023: <https://theconversation.com/how-to-stay-hopeful-in-a-world-seemingly-beyond-saving-210415>
- Bernheimer, Lily. *The Shaping of Us: How Everyday Spaces Structure Our Lives, Behaviour, and Well-Being*. San Antonio, Texas: 2017.
- Davenport, Leslie. *Emotional Resiliency in the Era of Climate Change: A Clinician’s Guide*. Philadelphia: Jessica Kingsley Publishers, 2017.
- Frankl, Victor E. *Man’s Search for Meaning*. Boston: Beacon Press, 2006 (original publication 1959).
- Kelsey, Elin. *Hope Matters: Why Changing the Way We Think Is Critical to Solving the Environmental Crisis*. Vancouver: Greystone Books, 2020.
- Louv, Richard. *Last child in the woods: saving our children from nature-deficit disorder* (Updated and Expanded.). Algonquin Books of Chapel Hill, 2008.
- Macy, Joanna and Chris Johnstone. *Active Hope: How to Face the Mess We’re in without Going Crazy*. Novato, California: New World Library, 2012.
- National Forum and Research Report (2012). “The Psychological Effects of Global Warming on the United States: And why the U.S. mental health care system is not adequately prepared.” Available at: <https://www.nwf.org/Educational-Resources/Reports/Archive>
- Ray, Sarah Jaquette. *A Field Guide to Climate Anxiety: How to Keep Your Cool on a Warming Planet*. Oakland: University of California Press, 2020.
- Roszak, Theodore; Gomes, Kanner, A. D., *Ecopsychology: restoring the earth, healing the mind*. Sierra Club Books, 1995.
- Solnit, Rebecca and Thelma Young Lutunabua (eds). *Not Too Late: Changing the Climate Story from Despair to Possibility*. Chicago, Illinois: Haymarket Books, 2023.
- Wray, Britt. *Generation Dread: Finding Purpose in an Age of Climate Crisis*. Toronto: Alfred A. Knopf Canada, 2022.

Religion and environment

- Appolloni, Simon. “The Roman Catholic Tradition in Conversation with Thomas Berry’s Fourfold Wisdom.” *Religions* 6 no. 3 (2015): 794–818, doi:10.3390/rel6030794.
- Appolloni, Simon. “Wondering about Wonder as a Possible Antidote to Our Violence against Earth.” In *Advancing Nonviolence and Social Transformation: New Perspectives on Nonviolent Theories*. Edited by Heather Eaton and Lauren Michelle Levesque, 265-280. Sheffield, UK.
- Appolloni, Simon and Heather Eaton. “Religions and Ecology in Canada,” *Alternatives Journal*, 1 March, 2016.
- Berry, Thomas. *The Sacred Universe: Earth Spirituality, and Religion in the Twenty-First Century*. Edited by Mary Evelyn Tucker. New York: Columbia University Press, 2009.

- Berry, Thomas. *The Christian Future and the Fate of Earth*. Edited by Mary Evelyn Tucker and John Grim. Maryknoll, NY: Orbis Books, 2009.
- Delora, Vine. *God is Red: A Native View of Religion*. Fulcrum Publishing, 1994.
- Moe-Lobeda, Cynthia. *Resisting Structural Evil: Love as Ecological-Economic Vocation*. Fortress Press, Minneapolis, 2013.
- Taylor, Sarah McFarland. *Green Sisters: A Spiritual Ecology*. Cambridge Mass.: Harvard University Press, 2007.
- White Jr, Lynn. "The Historical Roots of Our Ecologic Crisis." In *Worldviews, Religion, and the Environment: A Global Anthology*, edited by Richard C. Foltz, 30–7. Belmont, Calif.: Thomson Wadsworth, 2003.

Sustainability and environment

- Angus, Ian. *Facing the Anthropocene: Fossil Capitalism and the crisis of the Earth System*. New York: Monthly Review Press, 2016.
- Boyd, David R. *The Optimistic Environmentalist: Progressing Toward a Greener Future*. Toronto: ECW Press. 2015.
- Cole, R., Robinson, J., and Westerhoff, L. "Regenerative Sustainability: Rethinking Neighborhood Sustainability", in Moore, S. ed, *Pragmatic Sustainability: Theoretical and Practical Tools*. 2nd edition. London: Routledge. 2016.
- Gold, Lorna. *Climate Generation: Awakening to Our Children's Future*. New York: New City Press, 2019.
- Hathaway, Mark, and Leonardo Boff. *The Tao of Liberation: Exploring the Ecology of Transformation*. Maryknoll, NY: Orbis Books, 2009.
- Hawken, Paul. *Blessed Unrest: How the Largest Social Movement in History is Restoring Grace, Justice, and Beauty to the World We Make Things*. London: Penguin Books, 2007.
- Hawken, Paul, editor. *Drawdown: The Most Comprehensive Plan ever Proposed to Reverse Global Warming*. New York: Penguin Books, 2017.
- Klein, Naomi. *The Changes Everything: Capitalism versus Climate Change*. Toronto: Alfred A. Knopf Canada. 2014.
- Klein, Seth. *A Good War: Mobilizing Canada for the Climate Emergency*. Toronto: ECW Press, 2020.
- Larson, Rhett B. *Just Add Water: Solving the World's Problems Using Its Most Precious Resource*. New York: Oxford University Press, 2020.
- Mann, Michael. *The New Climate War: The Fight to Take Back Our Planet*. New York: Public Affairs, 2021.
- McDonough, William and Michael Brungart. *Cradle to Cradle: Remaking the Way We Make Things*. New York: North Point Press, 2002.
- McKibben, Bill. *Enough: Staying Human in an Engineered Age*. New York, Houghton-Mifflin, 2003.
- Shiva, Vandana. *Earth Democracy: Justice, Sustainability and Peace*. Cambridge, Mass.: South End Press, 2005.
- Simard, Suzanne. *Finding the Mother Tree: Discovering the Wisdom of the Forest*. Toronto: Allen Lane Canada, 2021.

- Wallace-Wells, David. *The Uninhabitable Earth: Life after Warming*. New York: Tim Duggan Books, 2020.
- Wright, Ronald. *A Short History of Progress*. Toronto: House of Anansi Press, 2004.

Science and environment

- Carson, Rachel. *Silent Spring*. New York: Mariner Book – Houghton Mifflin Company, 2002/1962.
- Ehrlich, Anne, and Paul Ehrlich. *Earth*. New York: Franklin Watts, 1987.
- Frodeman, Robert. *Geo-Logic: Breaking Ground between Philosophy and the Earth Sciences*. New York: State University of New York Press, 2003.
- Lovelock, James. *The Revenge of Gaia: Why the Earth is Fighting Back and How We Can Still Save Humanity*. London: Allen Lane, 2006.
- Lovelock, James. *Gaia: A New Look at Life on Earth*. New York: Oxford University Press, 1982.
- Mitchell, Alanna. *Sea Sick: The Global Ocean in Crisis*. Toronto: McClelland and Stewart, 2009.
- Sale, Peter F. *Our Dying Planet: An Ecologists View of the Crisis We Face*. Berkeley: University of California Press, 2011.
- Suzuki, David with Amanda McConnell. *The Sacred Balance: Rediscovering Our Place in Nature*. Vancouver: Greystone Books, 2002.
- Swimme, Brian Thomas, and Mary Evelyn Tucker. *Journey of the Universe*. New Haven: Yale University Press, 2011.

Worldviews and environment

- Bregman, Rutger. *Humankind: A Hopeful History*. Translated by Elizabeth Manton and Erica Moore. First English-language edition. New York: Little, Brown and Company, 2020.
- Devall, Bill, and George Sessions. *Deep Ecology: Living as if nature Mattered*. Layton, Utah: Gibbs Smith, 1985.
- Gae Ho Hwako, and Timothy B. Leduc, eds. *Odagahodhes: Reflecting on Our Journeys*. Montreal, Quebec: McGill-Queen's University Press, 2022.
- Holthaus, Eric. *The Future Earth: A Radical Vision for What's Possible in the Age of Warming*. New York: HarperOne, 2024.
- King, Thomas. *The Truth about Stories: A Native Narrative*. Toronto: House of Anansi Press, 2003
- Lent, Jeremy. *The Web of Meaning: Integrating Science and Traditional Wisdom to Find Our Place in the Universe*. Gabriola Island, BC: New Society Publishers, 2022.
- Merchant, Carolyn. *The Death of Nature: Women, Ecology and the Scientific Revolution*. New York: HarperCollins, 1976.
- Midgley, Mary. *Gaia: The Next Big Idea*. London: Demos, 2001.
- Orr, David W. *Earth in Mind: On Education, Environment, and the Human Prospect*. Washington, DC: Island Press, 2004.
- Rosling, Hans with Anna Rosling Rönnlund, and Ola Rosling. *Factfulness: Ten Reasons We're Wrong About the World-- and Why Things Are Better Than You Think*. London, England: Sceptre, 2018.

- Ruether, Rosemary Radford. “Ecofeminism and the Challenges of Globalization.” In *Ecofeminism and Globalization: Exploring Culture, Context, and Religion*, edited by Heather Eaton and Lois Ann Lorentzen, vii–xi. Landham, Md.; Toronto: Rowman & Littlefield, 2003.
- Ruether, Rosemary Radford. *New Woman/New Earth: Sexist Ideologies and Human Liberation*. New York: Seabury Press, 1975.
- Wall Kimmerer, Robin. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Minneapolis, Minnesota: Milkweed Editions, 2013.

Film and Environment

The following is a short list of movies I have come across that impart adeptly one or more themes tied to the environment, all which provoke deeper reflection.

Don't Look Up, US 2022, dir. Adam McKay
Avatar, US 2009, dir. James Cameron
WALL-E, US 2008, dir. Andrew Stanton
Erin Brockovich, US 2000, dir. Stephen Soderbergh
The Milagro Bean Field War, US 1998, dir. Robert Redford
Leave the World Behind, 2023, dir. Sam Esmail.
Mindwalk, US 1990, dir. Bernt Amadeus Capra
Babette's Feast, Denmark 1987, dir. Gabriel Axel
The Truman Show, US 1988, dir. Peter Weir
The China Syndrome, US 1979, dir. James Bridges
The Grapes of Wrath, 1940, dir. John Ford



Documentaries and Environment

Documentaries on the environment are too numerous to list here. Not all, despite their intentions, are completely factual, and some contain dated data. It is wise to approach all documentaries with a hermeneutic of suspicion (viewing the clip with some level of academic skepticism in order to reveal possible hidden meanings or undiscussed agendas). Below are samples of documentaries I have found worthwhile (I used the IMDB tag lines); let me know of others you found worth a look! The list is not, by far, comprehensive. Some might be of interest to you because of the tone concerning the environment they convey.

- *Anthropocene: The Human Epoch*, directed by Jennifer Baichwal and Edward Burtinsky (2018); filmmakers document the impact humans have made on the planet in 20 countries.
- *Baraka*, directed by Ron Fricke (1992); a collection of expertly photographed scenes of human life, religion and how we interact with life.
- *Before the Flood*, directed by Fisher Stephens (2016); Leonardo DiCaprio looks at how climate change affects our environment and what society can do to prevent the demise of endangered species, ecosystems and native communities across the planet.
- *[The] Biggest Little Farm*, directed by John Chester (2018); documentarian John Chester and his wife Molly work to develop a sustainable farm on 200 acres outside of Los Angeles.
- *[The] Climate Baby Dilemma* (2021); CBC GEM; hosted by Britt Wray: for a growing number of young people, the climate crisis is affecting decisions about whether or not to have kids.
- *[The] Corporation*, directed by Mark Achbar and Jennifer Abbott (2003); looks at the concept of the corporation throughout recent history up to its present-day dominance.

- *Food Is My Teacher*, edited by Sarah Taylor (2023); In an effort to learn more about how food could be a source of love and healing, Tammara Soma, an assistant professor and the research director and co-founder of the Food Systems Lab at Simon Fraser University, travelled across B.C. and Alberta for the documentary, meeting with various communities to discover the cultural relationships they have with food.
- *Food Inc.*, directed by Robert Kenner (2008); an unflattering look inside America's corporate controlled food industry.
- *Kiss the Ground*, directed by Joshua Tickell and Rebecca Harrell Tickell (2020); a revolutionary group of activists, scientists, farmers, and politicians band together in a global movement of "Regenerative Agriculture" that could balance our climate, replenish our vast water supplies, and feed the world.
- *[The] New Corporation: The Unfortunately Necessary Sequel*, directed by Jennifer Abbott and Joel Bakan (2020); exposes how companies are desperately rebranding as socially responsible - and how that threatens democratic freedoms.
- *There's Something in the Water*, directed by Elliott Page (2019); an example of environmental racism in Canada where Black and First Nations in Nova Scotia suffer disproportionate effect of environmental pollution.
- *This Changes Everything*, directed by Avi Lewis (2015); narrated by Naomi Klein, this video looks at seven communities around the world with the proposition that we can seize the crisis of climate change to transform our failed economic system into something radically better.
- *[The] Race to Save the World*, directed by Joe Gantz (2021); a documentary film following the lives of passionate and determined climate scientists, activists, and concerned citizens who are working to shift the world towards a clean energy future and to fight climate change before it's too late.
- *Sharkwater Extinction*, directed by Rob Steward (2018); Filmmaker Rob Steward exposes the illegal fishing industry that threatens the survival of the world's sharks.
- *Water Warriors*, directed by Michael Premo (2017); when an energy company begins searching for natural gas in New Brunswick, Canada, indigenous and white families unite to drive out the company in a campaign to protect their water and way of life.